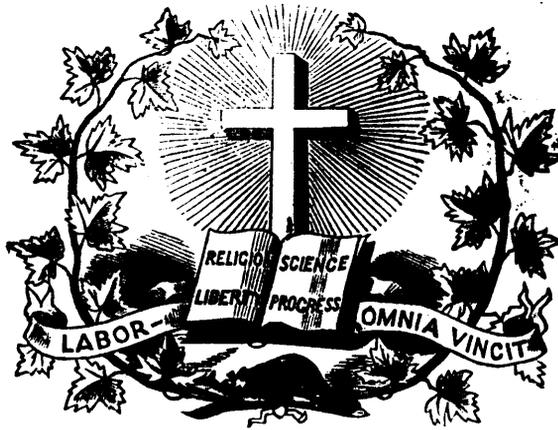


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THE JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts.

Volume XXI.

Quebec, Province of Quebec, April, 1877.

No. 4.

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Circular of the Superintendent of Public Instruction.

QUEBEC, MARCH 10, 1877

GENTLEMEN,

Together with this Circular I transmit to you a copy of the whole collection of our School Laws.

The Legislature of Quebec having, at its last Session, passed an Act to authorize the codification of our Provincial Statutes, the Laws relating to Public Instruction will, I hope, be consolidated very soon; in the mean time I have judged it necessary to have these Laws printed in pamphlet form, in order to facilitate their study. They are numerous, and being, besides, dispersed through the volumes of the Statutes published from year to year, some of the provisions might escape notice, and thus mistakes might arise, and possibly, considerable expenses be incurred.

This pamphlet contains all the general laws concerning Public Instruction in this Province. To these are annexed some local enactments, inserted with the intention, in the first instance, of being useful to those whom they immediately concern, and secondly, to serve for the guidance of those municipalities that may be disposed to demand special legislation from Parliament.

I invite your attention to the notes, in italics, which I have placed in the margin. These indicate the amendments introduced by subsequent legislation, to which, again, reference is made so as to render it easy for you to compare the texts with each other. They refer also to

the forms which are to be found at the end of the latest enactment of the Legislature, Vict. 40, ch. 22, 1876. You would do well to study these forms attentively, at least as regards their sense, even if they may not be obligatory to the letter.

You will observe, also, that I have replaced, by the text of the law at present in force, certain repealed clauses of chap. 15 of the Consolidated Statutes of Lower Canada. In so doing, my desire has been to spare you the trouble of searching and of useless reading. I am pleased to think that the pamphlet will prove of great assistance to you in the discharge of your functions; and I request of you to preserve it among the records of your scholastic corporation, so as to have it always at hand at your official meetings. But, in transmitting to you the complete collection of our school laws, I consider it my duty, in order to facilitate your interpretation of them, to address to you some observations which should be read at one of your regular meetings

"THE JOURNAL OF PUBLIC INSTRUCTION."

Allow me, in the first place, to announce to you that, in future, the *Journal of Public Instruction* will be furnished gratuitously to the teachers, male and female, engaged by you. On receipt of this circular, your secretary-treasurer should inform me of the number of schools in your municipality, in order that I may cause a like number of copies of the Journal to be addressed to him for delivery to those entitled to receive them. I adopt this mode of transmission in order that it may be clearly understood that this gift of the *Journal of Education* is intended for the School Municipality, and not for the teachers personally. The copies received will be your property, and it will be for you to see that they are preserved among the records of each school, with a view to the use of succeeding teachers for consultation as required. The *Journal* is prepared especially for their advantage, and, frequently, it contains articles the reading of which in class may prove at once interesting and instructive to the children.

REPORTS OF ELECTIONS.

You are bound by sect. 44 ch. 15, Consol. Stat. L. C., on pain of a fine of \$5, to apprise the Superintendent of the

results of the annual elections of School Commissioners, or Trustees, within eight days of their occurrence. Nevertheless, at the present moment, there are 273 School Municipalities which have not reported on the elections of last July, and of which, consequently, I am without official cognizance. Such neglect is intolerable, and, even if it entailed no other consequence than to unnecessarily augment the labour of my Department, this is enough to make me determine to put an end to it. In future I shall not remit the semi-annual grants to School Municipalities in default as to this point; and let this be understood as applicable with respect to the next half year's reports.

ACCOUNTS.

As soon as I shall have received the approval by the Council of Public Instruction of the forms of account books, and of School rates, I will transmit these to you. The recently passed law makes it obligatory on you to adopt them.

Thus we shall secure the establishment of an uniform and good system of keeping accounts in all School Municipalities, which will enable you to exercise an effective surveillance over the application of all your revenues. On the other hand, the Inspector, in the course of his official visits, will be able to inform you, on the instant, if the secretary treasurer keeps your accounts properly. He will no longer waste his time in making out the method of each secretary treasurer, more or less defective; he will be able, at a glance, to judge if every thing be regular or not, and to impart to you, consequently, useful instructions.

You will obtain the books from this Department at the lowest price.

At the end of this circular I submit to you forms of: 1o. An assessment Roll which appears to me to be clear and simple, and which contains all requisite information; 2o. A Ledger; 3o. A Cash Book.

To secure entire perspicuity in your accounts, it is necessary, I think, to assign, in the Ledger, a whole page for each rate-payer, as well as one for each teacher, and for each school; and, for your receipts and general expenses, as many pages as you may deem necessary. You ought likewise to have a Cash-Book for entering the daily expenses and receipts, to be carried, afterwards, to the Ledger.

I request that you will thoroughly examine these forms, and intimate to me any improvement that occurs to you.

THE ASSESSMENT ROLL.

The Law changes notably the manner of revising or homologating the assessment Roll.—The Roll having been made, it is necessary to give notice of it (see form No. 14) in the same manner as of a general meeting, that is to say, the notice should be "read and posted up" at the church door; but, if there be no church or place of public worship, then the notice should be given at the two most frequented places in the municipality, for instance at the Post Office, and at stores or workshops visited by the greatest number of customers. Next, the Roll remains in the hands of the Secretary Treasurer 30 days, counting from the day of notice, and, during the last 10 days of this period, it is your right and duty to rectify errors in it, conformably to the provisions of the 3rd clause of Section 84, chap. 15, consol. Stat. L. C. The corrections must be made at a regular meeting, the date for holding which shall have been notified by the same notice (form No. 14). I recommend you to fix always the 29th day after the notice, as the day of

meeting. Every rate-payer has the right to demand corrections, whether verbally during the meeting, or in writing addressed to the Secretary-Treasurer. Your duty is to hear every person interested, who, on this occasion claims the right to make remarks on the assessment Roll. The Secretary-Treasurer is to write down the corrections which you may think proper to make, and to note them with his initials, and to annex them to the Roll. Further, you will make a declaration certifying the number and accuracy of your corrections, in some such terms as the following: "We declare that the foregoing changes, to the number of..... have been made in the assessment Roll of the municipality of..... on this..... day of the month of..... 187 , and we certify that they are exact and conformable."

The Chairman and Secretary-Treasurer must sign this declaration, which, in like manner, must be annexed to the Roll. If there be no occasion to amend the Roll you must pass a "resolution" to homologate it as it is; lastly the Chairman and Secretary Treasurer sign the Roll and certify that it is correct.

All these formalities are indispensable, and the Municipality might suffer by the neglect to observe any one of them, since the Assessment Roll is the document on which legally will depend your title to revenue; if it be annulled, you remain empty-handed; without an assessment Roll there will be no funds. You have two modes of forcibly levying rates when their payment is refused. The first is the ordinary legal process before one of the following tribunals: 1o. Two County Justices of the Peace, 2o. The Commissioners' Court, 3o. The Bench of Magistrates, 4o. The Circuit Court. The second mode is to serve on the defaulting debtor, through the agency of a bailiff, a notice according to form No. 15. If the debtor's domicile be in the municipality, the service must be on him personally, or on some reasonable member of his household, or person belonging to his place of business; if he have no domicile in the municipality, it will be sufficient to transmit by mail to his address a copy of the notice, under cover, sealed, and registered. There will be right of seizure (form No. 16) against him after a delay of 15 days. The procedure, with respect to seizure, sale, and division of proceeds, is clearly set forth in sect. 13, 40 Vict., chap. 22.

In the course of the month of November, every year, you must cause your secretary-treasurer to give you a statement of all unpaid school-rates, whether the debtors be resident or non-resident, or strangers, also of the writs of seizure which it has been impossible to execute, and of the expenses thus incurred. This statement must give the name and quality of each indebted rate-payer, and the description of the lands charged with rates in accordance with the valuation and collection Roll. After receiving your approval, the statement must be transmitted to the county council before the 20th of December of the current year. After that, it becomes the duty of the secretary of the county council to cause the lands to be sold, as in a case of municipal taxes, under the authority of the municipal code. The Legislature has aimed at assimilating the procedure in both cases, as much as possible, with a view to obviate difficulties or even serious mistakes.

ASSESSMENT ROLL IN A NEW MUNICIPALITY.

When a new municipality is constituted by the partition of several other municipalities, it may happen that the valuation of property has not been made on an uniform basis in each portion of territory thus detached. Section 39 provides for this case, and authorizes the new School Commissioners within two months of

their nomination, to cause a valuation roll to be drawn up "by three competent persons who shall act as assessors," and his roll is to remain as the basis of the assessment roll until the rural municipal authorities establish another. It will be seen that these formalities are of a nature both simple and expeditious.

DIVISION OF PROPERTY.

Section 40 is intended to resolve decisively a question which has occasioned dispute in the past: I refer to the disposal of school property in the case of the division of a school district, caused by the creation of a new district or of a new municipality. The present law provides that the portion in which the school house is situated shall retain the property, and, that, if it was constructed at the common cost, such portion shall pay to the other party an amount determined by a valuation of the relative real property of the two parties interested. In the case of a minority declaring dissent, the majority retains the building subject to making payment according to the same rule. In both cases the procedure is the same; the Commissioners cause a valuation of the building and land (if the land was not a donation) to be made by three arbitrators, and proceed without delay to apportion the amount to be paid, and to levy this, as in a case of school rates according to law. After the valuation, if the interested parties do not agree, there is the right of appeal to the Superintendent.

THE EXECUTION OF JUDGEMENTS AGAINST SCHOOL MUNICIPALITIES.

Section 14 of 40 Vict., chap. 22, makes applicable to School Municipalities the procedure prescribed for the execution of judgements against rural municipalities. Whenever School Commissioners are prosecuted by law, they ought, in the first instance, in view of an adverse decision, to set aside a sum sufficient to pay the debt claimed and costs. In case this precaution has not been taken, and if the Commissioners lose the cause, they must impose a special rate to satisfy the judgment and to cover capital, interest, and costs. The Superintendent is empowered to authorize the levying of this special rate. If the occasion should arise, I would recommend your having recourse to this method, as being simple, inexpensive and expeditious; for in the case of a judicial condemnation you would be liable to the exercise, by the holder of the judgement, of his right to take out a writ of execution against the moveables and real estate of the School Corporation, and also to the levying of a special tax by the Sheriff if the sale of the property should not produce money sufficient to satisfy the judgement. This last process would entail considerable expense.

These dispositions of the law are advantageous both to the municipalities and to the creditors. In fact, when a school corporation wishes to negotiate a loan in order to establish a library, build a school house, or purchase ground, it is important that it should be in a position to furnish, legally, adequate security to the lender, in the absence of which usurious interest might be exacted to the injury of the rate-payers. It is for the School Commissioners to be prudent in profiting by the facility for borrowing which the law accords, and not to render themselves liable to be sued.

SUITS BY THE SUPERINTENDENT.

You will see by Section 37 that the Superintendent, when the commissioners neglect to pay a teacher, is

authorized to assume the teacher's claim as a personal debt to himself, and to sue the commissioners. If the teacher's remuneration be insignificant, at least this should be paid faithfully, and the law ought to extend protection to him. I desire to intimate that I shall not tolerate the practice, which has obtained in some parts, of paying teachers by means of Secretary-Treasurer's notes, or by orders on storekeepers. Such a practice is at once ridiculous and reprehensible, and I will assist you in putting an end to it. I say I will assist you, because I do not suppose that the School Commissioners, or School Trustees, themselves can be parties to such transactions. There arise too frequent difficulties between you and the secretary-treasurers, particularly in respect of the rendering of accounts. In virtue of Section 36 of the new law, the Superintendent, when you delay to proceed yourselves, has the right to prosecute, at your expense, the secretary-treasurers who are in default, or to intervene in such causes in order to watch or to accelerate the proceedings. This is a wise law, since frequently there is a lack of courage to take proceedings in such cases for fear of displeasing some one; but the Superintendent will be not subject to the restraint of such a consideration, so adverse to the interests of the rate payers.

Heretofore, the Superintendent had power to prosecute a Commissioner or Trustee, or a secretary-treasurer, retaining in his hands the books or other property of the School Municipality after ceasing to hold office. In future (Sect. 22) this power is vested in him with respect to "any person whatever" who may be guilty of such retention.

MONTHLY FEES.

The 4th clause of Sect. 65, Consol. Stat. L. C., imposes on you the duty of fixing the monthly fee to be paid, over and above the school rates, for every child of school age; you are not at liberty to neglect the performance of this duty. The fee must not be less than five cents nor more than forty cents per month, and is payable for all children between the ages of 7 and 14 years—excepting those cases of exemption which are specified in sect. 12 of Vict. 40, chap. 22. The law allows however, the attendance of children between 5 and 16 years of age on payment of the monthly fees. This permission may even extend to young people over 16 years of age, on the same condition; but a teacher must not make a distinction in their case, by devoting more of his time to them than to the other scholars.

REWARDS TO SCHOLARS AND TEACHERS.

It is customary to bestow prizes every year on the scholars; it is a good custom, but one which loses all its value if these rewards be given indiscriminately. Their purpose is to encourage the scholars in leading them to hope that their assiduity and labour will be justly appreciated. But you will comprehend that this end will not be attained if that which should be an exception becomes the general rule. It is well to give prizes to the deserving; but you take away their charm if you distribute them among the idle and negligent the same as among the assiduous and careful, and it would be better than this not to give them at all. The inspectors have instructions to give no prize, in the name of the government, where such a practice prevails.

I should desire that you would give a special prize, in every school, to the scholar who has made most progress in the lessons on Agriculture. Coming from you such a reward would have a special value in the eyes of the scholars.

In future I shall always endeavour to provide that the teachers, both male and female, who, in each district of inspection, shall best carry out the official programme of instruction, and whose schools shall be reported to be the best conducted, shall also receive some testimony of the just appreciation of the authorities. Such encouragement is no more than is due to the zeal of individual teachers, and I hope that the honorable distinctions that may thus be conferred by the Department of Public Instruction will operate in impelling the Boards of School Commissioners and Trustees to increase the remuneration of meritorious instructors.

LIBRARIES.

The 10th section of chap. 15 Consol. Statut. L. C., authorizes the foundation of "Parish and Township Libraries." Unfortunately this provision of the law has produced very limited results, and it is with a view to a better state of things that it has been thought well to replace that Statute by Sect. 5, Vict. 40, chap. 22, 1876. It is not only the parishes and townships which, in future, may establish such libraries, but the cities, towns and villages have the same facilities extended to them. Moreover, for this object, every municipality has the right to pledge a portion of its revenues, or to issue debentures, under the authority of the Superintendent, for a sum proportional to its income from school rates, redeemable in 10, 15 or 20 years. It is unnecessary for me to say that I will do all in my power to aid in the foundation of these libraries, and I cannot too urgently recommend you to exert yourselves in this behalf without delay; for it is only true that your children do not derive advantage enough from their instruction in the Elementary Schools. Such instruction you are aware, has for its object to fit them to study, to learn, to *acquire knowledge for themselves*, and to be useful in whatever position in life they may afterwards choose. But what is the fact? No sooner have they left school than they too frequently forget what they have learned, and but for the practice of reading their prayer books at church they would even forget how to read. To what are we to attribute this state of things if not mainly to the want of books in the country parts? A well selected library, consisting of moral, instructive, interesting books, would prevent such a deplorable result. People would acquire the habit of reading and studying outside of the school, and what advantages might not the agricultural class, in particular, derive from a well selected collection of books treating of Agriculture, gardening, &c.? As to the management and inspection of these libraries, the council of Public Instruction will make regulations which will have the force of law after having been published in the *Journal of Education*.

THE CONSTRUCTION OF SCHOOL HOUSES.

The 7th subsection of sect. 64 chap. 15 Statut Consol. L. C. and the 4th section of Victor. 31 chap. 22, are repealed and replaced by another statute which you will find in sect. 64, chap. 15, in its proper place. You will observe that the law does not now give you the same latitude as formerly in respect of the construction of school houses; in future you are required to submit for approval of the Superintendent the plans and specifications for such buildings, or to adopt those which shall be furnished by him on demand.

You can readily credit that the promoters of this law had no intention to impose on the municipalities a too heavy burden; the object was, that, in the construction

of school houses, the aim should not be to erect costly architectural structures, but buildings which, while not unattractive in aspect and conforming to the requirements of hygiene, should not entail on the scholastic revenues too burdensome charges. The desire is, while considering the pockets of the parents, to keep in view the claims of the health of the scholars. A school house sufficiently attractive in appearance need not necessarily cost more than an ugly one; between beauty and ugliness, in the matter of school architecture, the question is not so much one of dollars and cents as of proportion and design.

The school house should be the most elegant and most attractive building in a municipality. "If you can possibly possess" says M. Cousin "a structure in a district, situated in a spot more agreeable than others, better built, better protected from cold, more pleasant in aspect, better adapted than others to exert a salutary influence on the minds and hearts of those who occupy it, it should be the school house." It is there that your children pass the greater portion of each day; their sojourn there ought to be rendered agreeable. Study, at their time of life, is more or less a painful effort; we should therefore know how to render the house of study as attractive as possible. Let us be careful not to make the children disgusted with their surroundings, as their future well being may thus be injuriously affected.

The allowance of interior space should not be less than nine square feet of floor and 100 cubic feet of respirable air; but in the case of many existing school-houses a single small apartment is assigned for the use of 40, 50, 60, or even 70 scholars. How can these be expected to feel comfortable and pleased when thus packed together and breathing a vitiated atmosphere? They are not themselves conscious of being exposed daily to contract fevers and mortal disease, but the constraint which they cannot fail to experience is sufficient to make them constantly long for their return to the paternal roof. Mark what is stated by Mr. Inspector Fontaine: "In general, they (the school houses) are too small, badly constructed, and cold in winter; while the school house ought to be one of the prettiest and most comfortable buildings in the district, it is often, nay almost always, the one which most offends the view. It is only necessary to remain inside of it during a few hours in winter to convince one that it is too cold and scarcely habitable. No wonder then that the children feel disposed to *shirk* going to school."

It has become absolutely necessary to put an end to such a state of things. Every school house should be lofty, airy, well lighted, at a suitable distance from the highway, and built on a site of not less than half an acre in extent, in order that the outside accommodations may be adequate. It should contain at least two apartments for the scholars, one for the younger and the other for the more advanced. A portion of the building might be assigned for the occupation of the teacher and his family; and this should include four or five apartments, for it is only decent that we should provide good lodgings for the person who, next to the minister of God, labours most for the welfare of the people amidst whom he is employed.

It would be well, whenever you decide upon building a school house, to apply to Superintendent for a plan, intimating at the same time of what dimensions you desire it to be and what amount of money you intend to devote to the object; or, which would be preferable, you might transmit your own plans to the Superintendent who will consider if they respond to the intention of the law. In every such case I would always regard it as a duty to second your zealous endeavours. The general regu-

lation, established by law, is, that an Elementary school house should not cost more than \$1600 and a model school not more than \$3000; but the Superintendent is empowered to authorize a larger expenditure in case of necessity.

SCHOOL FURNITURE.

It is not enough that the School house be spacious and airy: the furnishings, seats, desks, and tables, for the classes should be suitable, and adapted to the physical requirements of the scholars. The desks, tables, and benches need not be uniform in size, for in this case the oldest and youngest would be alike rendered uncomfortable. Physicians have attributed to neglect of such considerations *Miopé* and *Dorsal Curvature* by which some weak children are afflicted. Moreover if the desk or table be flat, the scholar is forced to bend his body into the form of a curve in order to write. The benches ought always to have backs, as occasional changes of position and support for the loins, when the scholar is not engaged in writing, are indispensable. Serious and even incurable maladies have been attributed to the absence of backs to the seats in school-rooms. This need surprise no one. It is matter of every day remark that the bodies of young persons are readily susceptible of changes in their natural conformation. Physicians teach us that their limbs are as easily put out of shape as they are capable of being adjusted in cases of fracture or dislocation. If the benches be fixed, they should not be too far from the desks or tables, because, otherwise, the scholars are obliged to lean over too much or to sit upon the very edges of their seats.

The question of desks and benches is one of great importance; but the limits of this circular do not admit of my enlarging upon it in all its details. It must suffice for me merely to indicate the essential requirements of hygiene:

10. The scholar should have facilities for completely resting on his seat, with his legs underneath the table, and able, at his ease, with his feet on the floor, to form a right angle with the directions of his thighs and body.

20. The table or desk should be inclined, and adjusted to the stature of the scholar.

30. The bench or seat should be such as to suit the scholar's size and should always be furnished with a back.

40. The scholar's position should be such as to admit of his standing up to answer when required. If you further examine the question under consideration you will find, that, as a safe-guard to good morals, the seats should be separate. According to my views, both the desks and seats should be fixed and separate. In that case, a scholar, when rising to answer, is obliged to stand at the end of his seat, which prevents him from looking for his answer in a book, and from being prompted by his companions, without discovery.

THE SCHOOL RECORDS.

Let us suppose, gentlemen, that you have, for the present, an excellent teacher: the scholars have made good progress, and the examinations at the close of the year have afforded you entire satisfaction: but the teacher, for some cause or other, quits your neighbourhood: what becomes of the results of his teaching? His pupils, doubtless, will have gained something from him; but, perhaps, not a single document remains for the benefit of succeeding teachers and pupils. The good

teacher departs leaving behind him no traditional advantages or opportunities for future profit from antecedent instruction given in your school. One might well say that he carries away the school along with him.

It would not be so if the archives of each school were preserved; if you caused to be carefully kept the record of the labours by means of which the scholars are trained, and prepared for their periodical examinations—as their copy books for writing, and arithmetic, analysis, composition, and drawing. A succeeding master, or young female teacher, just entering the vocation, could not, without great advantage, refer to such records, and so become cognizant of work previously done, and of the methods pursued by former instructors. In other respects, want of experience would thus be in part remedied to the advantage of your children.

The copy books, &c., of the scholars should be, for this object, uniform.

The practice now referred to already exists in several other countries, and, particularly, in the United States.

I beg of you, therefore, to see that every one of your schools is furnished with a suitable receptacle for containing such records of past work, for the *Journal of Education*, &c., &c., and for preserving, during vacations, maps, models, and other appliances. You will soon realize the good results of such provision, which is not of a costly nature.

THE GARDEN.

I have already mentioned the extent of site for a school house, and, in specifying half an acre, my intention was merely to indicate the minimum, for I consider it important that a garden should be attached to it. I am aware that, generally, you allow teachers the use of ground sufficient for that object. But this should always be done. You should insist that the schoolmaster or mistress keep a garden; and, if the latter require some help for the performance of the heavier work necessary, I am convinced that they will always find, among the rate payers, persons willing to render such service.

The *School Garden* ought to be such as to maintain a good reputation amongst you; you ought to assist in adorning and enriching it, for if the teacher derives some benefit from it this will not fail to prove of advantage to yourselves indirectly. In fact, whatever acquisitions your children may make at school in the knowledge of processes of cultivation must be profitable to yourselves. You will be enabled to utilize their knowledge on your farms, and frequently, perhaps, you will be surprised at the amount of advantage conferred on yourselves through the results of a single lesson given at school to your children.

Moreover, in the hands of a well informed schoolmaster, the garden becomes a precious instrument of instruction. For example, in teaching from "*Le Petit Manuel d'Agriculture*," or "*First Lessons in Scientific Agriculture*," what can be more valuable than the practical exemplification presented to the observation of the scholar in the cultivation of a garden? Study is thus rendered attractive, and instruction is received without painful effort on the part of the scholar; for it is no longer by words alone that ideas are communicated, but by the sight and examination of the very objects themselves of which it is desired to impart the knowledge. A mere child may thus be made to learn things difficult and dry in their nature, and this without fatigue.

Suppose, further, that the master has an *apiary*, your children will learn the mode of rearing bees—a matter easy in itself, but ignored by many owing to their ignorance of its importance. You should enjoin on your teachers to keep bees, and with that view, you should yourselves, if necessary, furnish the first hives. The rearing of bees is inexpensive and at the same time profitable. I here subjoin a leaf of an account transmitted to me by one who makes a business of it, Mr. Thomas Valiquet, of St. Hilaire :

1ST YEAR (1874)	
Cost of a Hive of Bees.....	\$12 00
White Sugar given in syrup in the spring to assist in nourishing the young insects.....	1 00
Cost of wood, &c., for constructing the small honey-boxes.....	2 20
2ND YEAR (1875)	
White sugar given in syrup (no further expense)	1 20
Total.....	\$16 40
PROCEEDS :	
One Hive of Bees.....	\$12 00
Small boxes of honey (1874).....	13 00
Liquid honey, 8 lbs. at 10 cts.....	00 80
Boxes of honey (1875).....	18 70
Liquid honey, 10 lbs. at 10 cts.....	1 00
	<hr/>
	\$45 50
Less expenses.....	16 40
Net profit.....	<hr/>
	\$29 10

This species of husbandry is attended, moreover, with the advantage of imparting a fresh attraction to the children's attendance at school.

If now the school house be spacious and airy, if the furniture, desks and seats are appropriate, if the garden be well kept, the children will be delighted with school; instead of inventing excuses of absence, they will love to attend regularly every day, and we shall witness, at length, the disappearance of the grand complaint made by inspectors in all their reports—*irregular attendance in the country schools*. In fact, for nothing at all, under the smallest pretexts, the child fails to attend school; at one time he has an errand for the family, at another, he has been kept to work in the field, as if the labour of a child, 7 to 9 years old, were indispensable for the harvest. It must be understood that when a scholar absents himself from his class at school, he not only loses his own time, but also causes others to lose theirs, for when he returns he is found to be behind the others who have advanced while he has remained stationary. Then the teacher is obliged to recommence and repeat lessons previously given, and those who have continued assiduously at work, thus suffer through the absence of the others; but if the teacher will not, in such cases, repeat his lessons, then those who have been absent sink into lower classes and their disgust for school increases.

But, with whom rests the blame if not with the parents who allow their children to absent themselves under pretexts often futile? A child should never be hindered from attending unless there be some grave cause for absence; the parents who disregard this principle do not reflect that the expense is the same as if the

attendance were regular. In the course of your visits and at the public examinations you should impress that fact on the minds of the parents. Assist me, gentlemen, to bring about reform in this respect; regular attendance at school is prescribed by your own interest and by that of the country even more strongly than by the injunctions of the Law.

VISITS OF THE INSPECTORS.

You are aware that the Inspector, at his official visits, is instructed to verify your accounts, to ascertain the condition of your schools and their management, to observe the state of school houses, their interior equipment, etc. On your part, it is your duty to accompany him. Do you discharge this duty? Not generally. But it should be discharged, in the first instance because it is a duty, and next because it is your interest. In fact, the inspector is substantially an agent intermediate between yourselves and the Superintendent. It is important that you should make him understand the wants of your locality, so that the Superintendent may become cognizant of them by means of his reports, and that it may be possible, in a measure, to fulfil the duties assigned to the Superintendent in respect of satisfying those wants; it is also necessary that you should be cognizant of the ordinary official instructions given to the inspector and which he is charged to carry out. Moreover, the inspector, being a man of experience, his observations are calculated to be of much service to you. His mission is one of a special character, his only concern is with the schools; his remarks and his counsels will always be of a practical nature.

I trust, gentlemen, that you are not of those who entertain a prejudice towards these functionaries. You may comprehend that, without inspection, no regular organisation of a public School system can be maintained. If the staff of School Inspectors were to be abolished, we should be obliged to have recourse to gratuitous inspection, and what would this be worth as respects efficiency? You yourselves are judges of this, who are gratuitously bound simply to accompany the Inspector when he visits your schools.

Also, the Council of Public Instruction, so far from renouncing the services of the inspectors, wishes to augment their number and the efficiency of their work. The Legislature, at its last session, complied with that desire in increasing the appropriation to cover the expenses of inspection and in ordaining that, no one shall act as inspector, in future, without having been a teacher at least 5 years; that he shall hold one of the three grades of diplomas, and pass an examination before a committee of the Council of Public Instruction. These are so many guarantees of an inspector's qualifications.

DEPOT OF BOOKS AND SCHOOL FURNISHINGS.

The 29th clause of the law enacted last session authorizes the establishing, in the Department of Public Instruction, of "a Depot of books, maps, models, specimens, apparatus, and other School furnishings" and a temporary credit to the extent of \$15,000 has been opened for this object. This measure is one of the most important that have ever been adopted, relative to Public Instruction, in this country. In a few words I will explain to you its nature. A system of Public Instruction was organized in our Province in the year 1841. Since that time, the Superintendent, or the Council of Public Instruction, having control of the regulation of the text books and equipments for Schools, has been

obliged to limit the surveillance over these to articles brought into market, that is to say, sold by the booksellers. But many of these articles are very defective in comparison with others more modern. Grammars and Geographies, which you yourselves used long ago, have now lost their value through the publication of similar but improved works. Progress in this direction need surprise no one. It is the same with respect to School books, &c., as agricultural implements—we are always on the look out for the means of perfecting them. It is true that the Council of Public Instruction has not lost sight of those improvements, nor failed to approve and recommend good Manuals whenever these were published; but the law left full liberty to the municipalities to buy for themselves the old and the new works alike, and it is easy to see that the publishers had an interest in not causing the old ones to be displaced by offering you the new. One can also comprehend, on the other hand, that the Secretary Treasurers of School Municipalities have not all specially qualified themselves to judge concerning methods of teaching and the comparative merits of School Text-Books. The result has been that comparatively few scholars have profited by the introduction of improved works.

Another result has been to cause confusion in respect of text books, and to expose you to considerable expense whenever new teachers reject the Manuals used by their predecessors.

The creation of a *depôt* in the Department will put an end to those inconveniences. The law, as it now stands, is to the following effect: every year, in the course of July and August (clause 30), you are required to transmit to the Superintendent a requisition for the text books, &c., needed for each of your Schools; these will be dispatched to you without delay; the furnishings required will all be of the best make and the most inexpensive that can be procured; the books will be the best of those sanctioned by the Council of Public Instruction, and will be sold to you at cost price with the addition of the charges for storage, transport, &c.; regard should be had to this expenditure at the times when you lay the School rates, but should you not thus make provision for it by means of the rates, then the reimbursement of the cost must be procured by the distribution of the books and other articles required by the scholars, to whom, however, they must be supplied at prices not exceeding what you have paid for them. All matters relative to this subject will be managed subject to regulations to be established by the Superintendent and to come into force when sanctioned by the Lieutenant Governor in Council.

It is evident that this system implies economy for the parents. First, there will be a saving in respect of commercial profits, and secondly in avoiding the frequent changes of text books; in future, it will become possible to have uniformity in these. In short, we shall have the most approved text books at the smallest possible cost.

It has been suggested that the system is calculated to be hurtful to the interests of the booksellers. Not so. The new law will not make the Superintendent either a publisher or a book maker. It will be open to the booksellers always to realize just profits by furnishing the Educational *Depôt*. I know, however, very well, that the law will be a source of real benefit to the country at large. It has been called for in past years by my predecessors and by the Council of Public Instruction.

I only regret that the *Depôt* cannot be made complete at once; in fact, for that, a couple of years' time will

be necessary. Nevertheless, you should transmit your requisition next July and August, for then, it will be practicable to furnish a considerable number of articles, including some of the most approved of the text books sanctioned by the Council of Public Instruction, copy books, pencils, globes, wall maps etc., and the account books, already referred to in this circular.

ACADEMIES AND MODEL SCHOOLS.

The law sanctions the establishment of a Model School, or Academy, in the most thickly inhabited neighbourhood in every school municipality, and authorizes the School Commissioners and trustees to devote to that object \$80 a year from the school funds. The law and the regulations passed by Council of Public Instruction prescribe the subjects to be taught in those institutions. The Model Schools and the Academies comprise two distinct classes, and the former being Elementary and exclusively for the children of the district in which they are situated, the latter *Superior* Schools, open to all the children of the Municipality who have followed an elementary course in their respective districts, and who pay the monthly fees.

On the report of the Superintendent and recommendation of the Committees of the Council of Public Instruction, Academies and Model Schools usually receive grants from the funds for promoting Superior Education. It must not be imagined, however, that the mere giving of the name of Academy or Model School will constitute a just claim to a grant from those funds. It is necessary that such institution shall have been in operation at least a year before making the application for aid, and that the course of instruction shall be up to the prescribed standard; also, that the building be suitable in all respects and the classes provided with black boards, globes, maps, etc., and, above all, that the teacher be competent. Occasionally, aid has been given to merely elementary schools from those sources without their possessing just claims to it, and, in certain cases, the good faith of the authorities has been taken advantage of, that is, the aid has been obtained under false pretexes. But this matter has now been set in order, and I hope that, for the future, no school will be styled a Model School or Academy for the sole purpose of securing a grant, but, above all, with a view of raising the standard of elementary studies. You know, in fact, that these higher institutions are intended to enlarge the course of study of the elementary schools, and to prepare the scholars to fill successfully positions in the trades and professions, in business and agriculture. If the instruction given be really what is needed, the scholars, at the termination of their courses, will be able to pass an examination for certificates of qualification, and to become, in their turn, instructors.

But to arrive at such results, it is necessary, above all, to secure the services of good teachers, and these can only be had by offering adequate remuneration.

TEACHERS' SALARIES.

By the new law (clauses 26, 27, 28), you are bound, on pain of a fine, to keep your teachers paid up to the end of each half year, and the semi-annual reports of your secretary-treasurers must specify their payment in order to entitle you to a share of the Government money. I trust you will not overlook this requirement, for, on my part, I will observe it strictly. According to the last reports of the Inspectors I have drawn up the following table respecting teachers' salaries:—

	Receiving less than \$100.	From \$100 to \$200.	From \$200 to \$400.	\$400 and over.
Male Teachers.....	115	374	480	219
Female do	1722	5244	345	50

If you will have the goodness to consider, on the one hand, what is disclosed by the above figures, and, on the other, the character of the work and the importance of the functions of teachers, remunerated on such a scale, you cannot refrain from avowing that the country is to blame for the past and bound to remedy the evil in the future. Alas! what a discreditable sight to see those from whom our children derive their daily mental food remunerated no better than day labourers! Of what service is it to devote one's youth and money to preparation for the exercise of the profession, if the work of teaching, wholly performed in the people's interest, is so little appreciated as to scarcely secure a livelihood? And on what grounds should the people exact such work for such slender remuneration? There is an adage, "Pay your servants well and you will be well served". Why should this not apply to the case of teachers? Is it not evident that the best of them, if their remuneration be inadequate, will hasten to try their fortune in some other occupation? Or, if they remain teachers, it will be because they are forced by circumstances, and they will soon be disgusted with the calling; their duties being rendered uncongenial, they will be badly performed—or at least more or less inefficiently. Allow them, on the other hand, suitable remuneration, all those who have brought into the vocation special aptitude will love it more and more. You will then see by the progress of your children that they are contented with their lot.

It would therefore be peculiarly your interest to augment the stipends of your teachers, even if sentiments of honour and justice did not impel you to regard that as an imperative duty. You may take notice that public opinion is awakened on this subject—it is shocked, as you may have inferred from the utterances in the Legislature last session; one may foresee the day when the Legislature will fix the minimum of salary to be paid to teachers. If you desire to avoid the passing of a coercive law to that end, you must hasten to augment the School rates—to tax yourselves a little more. I express myself in all frankness, and fearlessly give expression to the word *tax*, so lamentably made use of by evil minded men as a cry. The School taxes, in reality, constitute a capital whereof the interest is represented by the educational advantages acquired by your children. Money cannot be more usefully invested, and the tax itself is, otherwise, a light one, in comparison with the expenditure which people incur for luxury and frivolity. What farmer would find himself poorer at the end of each year by depriving himself of some superfluity and devoting its cost to raising the standard of the Schools?

I beg you will consider all this, so as to realize your own interest, and not hesitate to increase your teachers' remuneration.

THE TEACHING OF AGRICULTURE.

Gentlemen, I request you will particularly notice the following extract from my report for the present year. "In our country extensively inhabited by cultivators of the soil, it is useful, it is necessary, that the principles of agriculture should be taught in all our schools. There was a time when the soil of Canada,

"still fresh, yielded returns of all kinds of grain without the necessity of sustaining its fertility by means of manures and certain processes of cultivation; but our lands could not always resist the exhaustive regimen to which they have been subjected, and in several parts there are now complaints that agriculture does not pay. It becomes, therefore, a matter of urgent importance to pursue measures for restoring to the soil its primitive fertility. These measures are known, and within every one's reach. Agriculture is an art whose secrets have been long disclosed; all that is now needed is that its principles be commonly taught; to this end the Schools offer the most expeditious path. Teach its principles to the farmer's children and the practice of Agriculture ceases to be a matter of blind routine. Impressed with this idea, I enjoined, in the year 1874, the introduction of this branch in all the Provincial Schools..... I trust that, before long, the importance of imparting agricultural instruction will be recognized, and that it will be understood to be of such vital importance, in connection with the dearest interests of our country, that, perhaps, this may become a principal condition with respect to the allotment of the annual grants to Schools."

It is fortunate that we possess manuals or elementary text-books on this subject, but I am aware that some may object to these on the allegation that they contain nothing that is not known to all practical agriculturists, or which they cannot themselves teach to their own children. But there is exaggeration in saying all agriculturists, for unhappily a large number of these are ignorant of the valuable contents of these manuals. But let us suppose the case that one does not find in them a single thing for them to learn. Then notice what I would suggest. This objection is raised by persons who are either ignorant or educated. To the latter I would reply, you know the difference between what is done by mere routine and that which is accomplished intelligently—between mere habit and principle; and although all farmers might instruct their children in farming by their example, the latter would still profit more certainly by having a knowledge of the principles involved; for one practises much better that which one derives from one's own knowledge and experience than that which is the result of mere routine. As to the others, that is to say the ignorant, I trust I may be permitted to remark that they are not competent judges in the case, and that they ought to shew the good sense of confiding in those who know better. I am determined, gentlemen, to adopt all possible means of causing agriculture to be taught in Schools. If in working for that end in behalf of Agricultural class I have not the support of its concurrence, I will endeavour to further its interests in spite of itself.

DRAWING.

Sect. 32 of Victor. 40, chap. 22, prescribes the teaching of Drawing in all the schools of the Province, and Sect. 33, places this branch under the control of the Council of Arts and Manufactures, with power "to determine upon the method and text books to be used" and to make "rules and regulations" to be submitted to the Council of Public Instruction. Already the Council of Arts and Manufactures, under the provisions of this Act, have sanctioned the "Teachers' Manual for FREEHAND DRAWING in primary schools by Walter Smith with accompanying drawing-cards for the use of pupils." It becomes therefore your duty to prepare immediately for the teaching of Drawing in your schools. You must be aware that

the Council of Arts and Manufactures has already established Special Schools in the principal towns of the Province, and that these are frequented by a considerable number of young people, workmen or apprentices for the most part, persons who have attained an age at which attendance of school is discontinued. Several deserving workmen, surveyors, architects, contractors, engravers, and cabinet makers, &c., have already gone forth from these Special Schools, whose usefulness and skill are now generally acknowledged. But these schools of themselves do not form a complete organization, and one recognizes here, as in other countries, that they do not suffice for bringing forward all the hidden or ignored artistic talent, or to bring out all the latent intelligence of a people. When we speak of a Special School we have reference to exceptional instruction, and from such we must not look for general or universal results. Admitting the necessity of Drawing in the cultivation of the arts and industries, it is of importance to generalize the study of it, to teach it in all the schools. This will be a certain method of cultivating in their infancy all the natural talents. If, on leaving the Primary School, the scholar enters a Special School, he will come there already grounded, possessed of the elements of art, and his progress will be more rapid. Between him and the scholar who has not learned drawing at the primary school, there will be the same difference as between one who enters college without being able to read and one who has been prepared by a good elementary course. At a partial exhibition which was held in the Quebec Parliament last December, the work of pupils of the Special Schools was much admired; but it was alleged, with reason, that the pupils would have been still more advanced, if they had enjoyed the advantages of previous instruction in drawing in the Primary Schools. In short, it is the same in this, as in other branches, the younger they commence the more marked the success of the scholars.

Is it necessary that I should demonstrate to you the practical utility of this branch? You know that the art of Drawing is essential in almost all branches of industry. For the construction of your houses, the making of your garments, the manufacture of household utensils, furniture, machinery, &c., there must in the first instance be drawn models, and these objects are more or less slightly in proportion to the cultivated taste of the designer. Taste, that is to say the power to discern what is beautiful and to produce beautiful works, comes of study. Nature furnishes the aptitude, but study alone elevates the taste by imparting the knowledge of principles and enabling comparisons to be made between the works of divers people, ancient and modern. One may, without an acquaintance with Drawing, fashion any number of common articles of use, but which will not bear comparison with others better finished and not more expensive.

For us the question concerned is a simple one. England, France, Germany and the United States, always engaged in rivalry with each other in industrial pursuits, have established amongst themselves the principle that the teaching of Drawing in the Primary Schools forms the most efficacious means of developing their industrial capabilities. We have no alternative but to follow their example. We must keep always abreast of modern progress on pain of remaining obscure. When the rest of the world progresses, that is to say becomes more instructed, around us, we must in like manner advance, unless we are to count for nothing in the future; otherwise, we should remain dwarfs in the midst of giants. Instruction, in these times, rules over the industries and all other works of human activity: as the schools

are, so will be the industrial arts. Let us follow this axiom as a guide. Drawing being the foundation of the industries, let us teach our youth Drawing in the best manner possible; in our programmes let us attach to it the same importance as to hand writing. Drawing is to industrial art that which writing is to book-keeping. As I have said in my report of this year "Drawing has become altogether the foundation of the principal industrial arts, and the time is at hand when every body will know how to draw as to write. The teaching of it in all schools is admitted to be an indispensable requirement for competition in industrial art among the foremost nations of the world. The future will thus afford evidence of general progress in the arts, and if we desire to occupy an equal position with other nations we must necessarily pursue their processes of instruction. This is an essential point, and it is because I am impressed with a conviction of this that I urgently press for the general introduction of Drawing as a branch of Public Instruction in our Province."

Moreover, Drawing is one of the most valuable objects of the Art of Teaching for the teacher of the present day to adopt. From the alphabet and simple handwriting up to natural history how numerous are the things which can be taught by means of Drawing! The understanding obtains cognizance of objects by means of the senses, and so Drawing becomes one of the most valuable methods of utilizing the sense of sight in view of improving the understanding. Give a child, for instance, the verbal description of a bear, he may possibly comprehend what you say; give a drawing of the animal and he will certainly do so.

But, it may be represented, for this branch you must engage a new class of teachers. Not so; according to the method of Walter Smith adopted by the Council of Arts and Manufactures, Drawing is taught by the ordinary male and female teachers without its being requisite for these to pursue a course of preparation. Such course, if the teacher feel obliged to have some lessons for himself, would only be all the better for him, but, I repeat, this would not be indispensable.

It must be understood then, at the outset, the question is not whether children shall be taught fancy drawing of portraits and natural scenery; these are purely matters of accomplishment and luxury to which we do not now refer; we refer only to instruction of practical utility. What we wish to have taught is, *linear geometrical drawing, industrial drawing*. We do not aim at teaching scholars the drawing of bouquets of flowers for embellishing apartments, but the objects of regular form reproduced in the works of industry. It is easy for you to comprehend that this sort of Drawing depends less than that of natural objects upon the manual dexterity of the instructor. Again, this method is so perfectly simple, so judicious, and so logically graduated, that the most ordinary intelligence may, with ease, comprehend all its processes, and is in other respects not dependent upon the excellence of the teacher's delineation of figures; all that is necessary for him to do is to trace them on a black board in a manner sufficiently clear to enable the scholar to apprehend their general features. In short, in the teaching of Drawing according to this method it is the same as in that of Arithmetic and Hand writing. To teach common Arithmetic one does not need to be an eminent mathematician, nor to be a distinguished Calligrapher to teach writing; it is enough, in either case, to be competent to teach the young. Granting that your male and female instructors are understood to possess special aptitude in this branch, still the progress of their scholars, in the matter of drawing, will be not governed by the teachers'

ability as artists but by their talent for imparting instruction. If these do not themselves, on account of age or other causes, acquire the power to execute figures with elegance on the black board, the scholars will not, for that reason, fail to become apt and expert, seeing that they will always have before their eyes perfect copies in the drawing-cards which will be put into their hands.

I recapitulate on this subject ; 1o. The teaching of Drawing in the elementary schools is necessary, from a national point of view ; 2o. Drawing is an excellent instrument for the exercise of the Art of teaching ; 3o. This branch can, and ought to be, taught by the ordinary staff of School teachers.

As a first step, I request you to recommend all your teachers, male and female, to apply to me for copies of "The Teachers' Manual for Free-hand Drawing". The price of it is \$0.75.

I would remark that the introduction of this new branch of instruction will not expose you to any heavy expense. The Scholars are not obliged to purchase the Manual, but merely a series of "Drawing Cards" specially prepared for their use, and whose cost is not more than \$0.15 cents. You will, without fail, in the course of next July and August transmit to me your requisition or as many series of Drawing Cards as you have Scholars in your Schools.

SCHOOL EXHIBITIONS.

Section 52 of the recent enactment authorizes the Government to establish School Exhibitions. The Universal Exhibitions have shewn how the less advanced nations can benefit by a study of what is done in foreign Schools. At the grand international concourse held at Philadelphia the chief prominence, as to the classification and the grouping of objects, was accorded to the Educational Department.

I cite from my last report, on this subject : "This innovation has brought out afresh one of the chief traits of the physiognomy of the contemporaneous world ; instruction has become a popular force, a common instrument, a generating power with respect to every human work. In effect, if the art of printing has changed the face of Society in placing the means of reading within the reach of the multitude, steam and electricity have completed this revolution in converting the ideas of a single person into the property of all, diffusing almost instantaneously, over the whole world, the light emanating from an isolated spot. The members of the vast human family are no longer strangers to each other ; they continually interchange thought, and compare progress in civilization ; there is less room left for antagonism but more for emulation. Each one seeks to know how others attained to wealth or reputation, and desires, after admiring their works, to realize the same for himself ; it is soon recognized that the foundation is instructed intelligence. That is the source of the perpetual loan which nations make to each other from their methods of instruction. As soon as one becomes convinced that the diffusion of the benefits of instruction is the surest mode of arousing the talents of all, and of preventing the loss or extinction of latent intelligence through the absence of suitable nourishment, the natural consequence is to inquire into the most advantageous methods of intellectual culture. Then it also happens that, whenever there is a concourse of the nations in a general exhibition, we recognize the existence of a veritable relationship of mental intelligence, a certain community of methods of thought and of execution, and if we go to the source of their works, that is to say, to the School, we ascertain

that each one of the nations has its system of instruction adapted to the conditions of climate, natural productions, language, religion and public life, but that all the systems present resemblances and suggest methods and processes which are the common inheritance of all nations."

In short, international educational expositions have been advantageous to nations in the same way that local agricultural exhibitions have proved beneficial to individuals, and Provincial Shows to counties.

In the present instance the object of the law is to apply to the domain of Public Instruction a practice which has contributed so much to the advancement of agriculture ; if, in our Province, Agriculture has thus profited, so would our schools ; for, by this means, every advance made in one part would become promptly known every where and would soon become general.

This year, it is hoped that we may have an educational exhibition in connection with the ensuing Provincial Show. I am desirous of securing your co-operation and participation. What will be requisite for this purpose ?

Simply cause the performances of your scholars, as already explained in this circular, to be preserved in your schools ; to have taken photographic views of your school houses, of a size about 10 inches by 12, if there be anything remarkable in respect of situation or proportions ; to send samples of your equipments for classes, seats, desks, maps, &c. Your Secretary-treasurers might study, to your great advantage, such a collection, which would offer to their view much that would be worthy of their notice.

CONCLUSION.

Such are the explanations and counsels which I have felt it my duty to address to you, and you will, I trust, receive them in the same spirit which animates me—that is to say, with a sincere desire to bring about a full and complete application of the law in behalf of the highest interest of our country. The instruction of the people is a work of essential necessity, a work, moreover in which you are my principal fellow labourers. Upon you as its foundation rests our whole school organization, and you are well aware that upon your co-operation or indifference the success or failure of that organization depends.

Extend your active support to the laws, and they will be seen to be good and to promote the country's welfare ; oppose them, and they will seem bad, and remain a dead letter. Hence, your responsibility is great. The future of your country is, literally speaking, in your hands, for it rests with you whether the people be instructed or ignorant.

Relying on you, gentlemen, and aware before hand that your good will is gained, I have pointed out the faults of the past with entire frankness, and I have endeavoured to shew you clearly the spirit of our present educational laws.

The grand defect of the past has been the desire to obtain instruction *too cheaply*. The spirit of economy is, in itself, laudable, and it is through frugality that the most substantial fortunes are acquired. But frugality is a word whose signification should be considered, since there is such a thing as ruinous economy. Thus, a farmer, who is sparing in the application of manures to the land, impoverishes himself ; on the contrary, one who is liberal in that way, augments his productive capital, practises true economy, and enriches himself. It is the same in respect of instruction. To be sparing in this, is to *lose* the means of intellectual moral and

material advancement furnished by study and the exercise of the mind; to expend money for instruction is to *gain* a capital of trained intelligence, of which the interest accumulates every day; for, we must not forget, that in every species of labour there are two distinct agents concerned—the arms and intelligence—and labour becomes the more profitable the more the arms are guided by intelligence; in other words, man, as compared with the lower animals, acts with intelligence, and with so much the more advantage to himself as his intelligence is more called into exercise and more developed by study and instruction.

You should not therefore fear to spend in favour of instruction. I do not counsel extravagance, but not to practise a false economy on this head. Effect your savings in other ways. Permit me to say to you that if you would devote to your schools one half of what you expend, for example, on your pleasure-carriages, you all might be well off in ten years.

I have brought into view the spirit of our school laws with respect to a few details: I now invite you to cast a general glance at the Primary School system.

The school, gentlemen, is not learning; it is only a means of developing intelligence and furnishing opportunities to acquire knowledge. For these opportunities, there are four essential requisites:

1o. *Reading*, as a means of becoming cognizant of the thoughts of another.

2o. *Writing*, as a means of communication.

3o. *Arithmetic*, as a means of comprehending, expressing and comparing quantities.

4o. *Drawing*, as a means of communicating through the eye an idea or acquired knowledge.

With the aid of these four instruments of intellectual culture, man raises himself to a position, more or less exalted, according to the talents which God has bestowed.

But in devoting effort, principally, to exercising the youthful mind, the school does not omit to enrich it with precious knowledge. We instruct the young in religion in order to teach them to serve God, next we teach Drawing and Agriculture to qualify them to serve their country. "Pro Deo et Patria"—for God and our country—is the motto which the Canadian Legislature has prescribed for our places of education. Thus trained, our youth acquire also a knowledge of their moral and social duties, preparing, themselves, at the same time for the pursuits of agriculture and the manual arts. The Primary School, therefore, neglects no class of the people. It embodies the welfare of the whole people; and, thus, our system is theoretically a complete one. It is our task to put it in active operation and to render it absolutely efficient in all details. Such is the national work to which I invite you.

I am, Gentlemen,

Your obedient servant,

GÉDÉON OUIËMET,

Superintendent of Public Instruction.

Mr. Bright on Education.

I will conclude what I have to say with only one point, and that is upon the subject of education. I believe workmen of the country need to have pointed out to them how much comfort and happiness depend upon the education of their children and that they should do

all they can to secure its blessings for them. In the State of Massachusetts—one of the oldest and most educated and intellectual in America—there has been, for the 250 years it has been founded, a very extended system of public schools. Eight generations of its population have had the advantage of being educated in these schools. The men driven from this country by the tyranny of the monarchy and of the archbishop, founded that school system of which the poet I have already quoted speaks in these terms. He describes them as "the Fathers of New England, who unbound in wide Columbia Europe's double chain," meaning the chain of a despotic and a persecuting Church. Now, supposing we had had in this country all that time good schools for the education of our children, to what a position should we have raised by this time the whole population of this nation? Now I want to ask the working men to attempt to do their utmost to support the school system—be it a school belonging to a sect, or be it a School Board school. If it be a convenient or possible school for your children, send them to it, so that Parliament in voting two and a half millions for education, to which you subscribe as tax-payers, shall have the enthusiastic support of the people in forwarding education to the greatest degree in its power. Depend upon it, if you support the school, the school will compensate you. Shakespeare says, speaking of children who are troublesome, "Tis sharper than a serpent's tooth to have a thankless child." Let me ask the working men here—and I might ask it of every class to a certain extent—how much of the unhappiness of families and of the grief and gloom which overshadow the later years of parents come from what I may call the rebellion of children against parental authority and moral law. If you will send your children to school, encourage them in their learning, make them feel that it is a great thing for them to possess, in all probability—in fact, I cannot for a moment doubt of it—the generation to come will be much superior to the generation that is passing, and that those who come after us will see that prosperity which we now only look for and see the beginning of in the efforts that are now being made. And more than this, besides making your family so much more happy and insuring the success of your children in life, you will build up a fabric of the greatness and glory of your country upon the sure foundation of an intelligent and a Christian people.

Earl Granville on Art.

There had been (said the noble earl) wonderful improvement even in children's picture books, and few children would now condescend even to look at the picture books of thirty years ago. Numbers of foreigners, including M. Gautier, of high reputation, had pronounced in favour of our English art institutions, and that he thought was as near the verdict of history as could be. He read the other day an article in a French paper, stating that twenty-six years ago the French were superior in ceramic, and every other kind of art, to the British, in fact, the superiority was uncontested, but the article admitted that they were not in the same position now. The manufacturers of England, thanks to their museums, thanks to their models, and thanks to their schools of design, were improving every day. The article also quoted a report from a very able art correspondent in Philadelphia, giving the highest place to England for that which she had exhibited, and impressing upon his countrymen the necessity of adapting her institution in

order to get her place in artistic knowledge. With regard to learning drawing, he learnt drawing at his private school, and he remembered being four months copying a church, and a very beautiful church it was. He recollected copying every line of that church, and he was not quite sure that his master did not touch up the lines as well. In his holidays he took home his church, and his parents were very pleased with his work. In fact, he himself was very proud of it, and was much annoyed when his father asked him to reproduce that church upon paper without the assistance of his master to touch up the lines. He could not do it.

POETRY.

Nothing Lost.

BY WILLIAM A. SIGOURNEY.

Where is the snow ?
'Tis not long ago
It covered the earth with a veil of white ;
We heard not his footsteps soft and light ;
Yet there it was in the morning bright ;
Now it hath vanished away from our sight—
Not a trace remains
In the fields or lanes.

Where is the frost ?
It's gone and lost—
The forms of beauty last night it made—
With pictures rare were windows arrayed ;
It said, " Be silent ; " the brook obeyed ;
Yet silence and pictures all did fade.
At smile of the sun
All was undone.

Where is the rain ?
Pattering it came,
Dancing along with a merry sound,
A grassy bed in the fields it found—
Each drop came on the roof with a bound.
Where is the rain ? It has left the ground.
What good hath it done,
Gone away so soon ?

Ever, thus ever,
Our best endeavor
Seemeth to fall like the melted snow ;
We work our thoughts wisely and slow ;
The seed we sow, but it will not grow—
Our hopes and resolves—where do they go ?
What doth remain ?
Memory and pain.

But nothing is lost—
No snow nor frost,
That came to enrich the earth again ;
We thank them when the ripening grain
Is waving golden o'er hill and plain,
And the pleasant rain springs from earth again.
All endeth in good—
Water and food.

Then never despair ;
Disappointment bear,
Though hope seemeth vain, be patient still ;
All thy good intents God doth fulfil ;
Thy hand is weak : His powerful will
Is finishing thy great life-work still.
The good endeavor
Is lost—ah, never ?

We take the following from the *Educational Times* of London, England, of 1st April, and recommend it to the would-be mutilators of the English Language :

The agitation in favour of a change, or, as its advocates prefer to call it, a Reform in the Spelling of English, is assuming an aggressive aspect. As appeared in our last number, a circular has been sent round, signed by such names, among others, as Max Müller, Sir Charles Reed, Mr. Edwin Chadwick, Sir John Bennett, Rev. W. W. Skeat, and Miss Helen Taylor, asking for support at a Conference, at which the Government are to be asked to appoint a Royal Commission. We are sorry to see so many distinguished names attached to a circular whose aim, as we hold, is so unpractical and so hopeless. But we have not yet heard that the Conference has been held : and as regards the Royal Commission, we believe it will be found that it is much easier to ask for than to get it.

On March the 7th, the School Board resumed their ajourned debate on this question. Mr. Murphy argued that because certain letters of adhesion had been procured from certain Societies, and from certain School Boards, the question ought not to be shelved. Among the societies he named was the College of Preceptors. We should be glad to be informed, how, when, and in what terms the College of Preceptors has expressed its approbation of the proposed change, because this is the first we have heard of it. Mr. Firth, on the other hand, in proposing his amendment, called attention to the more obvious objections that present themselves. He showed the absurdities of phonetic spelling ; called attention to the fact that there is no agreement among agitators as to the changes which ought to be made ; and he argued that there was not the slightest chance of any reform being adopted by the world at large. Other speakers followed on either side, but the arguments were singularly tame and dull. The debate was resumed on Wednesday the 14th. Dr. Angus wanted alterations on the ground that it would assist children in grasping the historical and family connections of words ; but he does not appear to have shown how this was to be effected. Sir John Bennett wanted to assist in getting rid of redundant letters and " caused much laughter " by giving examples of bad spelling.

No argument whatever, except the fact that it is difficult to teach children to spell, has yet been adduced in favour of any change in spelling. A writer in the *School Board Chronicle* states that none of those who had written in the *Times*, the *Saturday Review*, and the *Pall Mall Gazette*, have touched upon what he calls a " vital point." Then let us be permitted to say a few words on the vital point. The majority of the present School Board (for Mr. Firth's amendment was lost) propose to sacrifice the present mode of spelling, Let us suppose that children who pass through Board Schools do not spell. What then ? Is spelling the whole object of life ? What does their deficiency prove ?

Spelling is learned chiefly by the eye. Boys who read a great deal learn to spell while they are still engaged in the spelling-book—and instinctively. Those who leave school and yet spell badly are boys who do not read. It is desirable, doubtless, that children should learn to spell, but it is monstrous to ask us to change the whole language in order to remove one of the minor difficulties in education. Let it be remembered that a man may arrive at any distinction, the very highest, and yet spell badly. Is there not a " leading case " in the history of a well-known Cambridge man, Fellow of St. John's and ninth Wrangler, who was plucked while an undergraduate in the Little Go, for spelling *miracle* nine different ways. The man had not the most elementary notion of spelling. He was good in all other respects, and he became an excellent mathematician : but—he could never spell. Bad spelling is no bar to proficiency in any thing ; but the boy who spells badly at fourteen will spell badly all his life. As a rule, too, he is a stupid boy. Again, Dr. Angus would alter the the spelling, so as to bring out the " family connection of words," while Sir John Bennett would get rid of " redundant " letters. We do not profess to understand what Dr. Angus would do. Sir John Bennett's plan is more intelligible. He would simply strike off the letters, first of all, which are not sounded. Such family names for instance, as Fetherstonhaugh and Cholmondeley would appear as of the good old names vanishing at one stroke. Fancy the process of getting rid of redundant letters in the good old words which have grown up in our language during the last eight hundred years. Does Sir John think that the English language is like a clock ; the parts of which can always be improved by the latest invention ? Why, there is scarcely a letter in any English word but has its history ; not a syllable about which an essay might not be written ; not one which has not its roots far far back in the dead generations : not one which is not dear to the hundred million who speak our tongue. And shall we meddle and fuss with this grand old structure, because the littleurchins of the Board School find it difficult to learn to spell ?

Reorganization of the St. Francis District Association of Teachers.

(From the *Sherbrooke Gazette* of March 23rd, 1877.)

A meeting was held at the Academy, in this city, on Wednesday, for the purpose of re-organizing the Teachers' Association of the District of St. Francis. Teachers from Coaticook, Stanstead, Lennoxville and Sherbrooke, and several others interested in the matter, were present, and although no special preparation had been made for an order of exercises, the day was spent very profitably and agreeably in readings and discussions.

As the Association has been inactive for some years, it was necessary first to proceed to the business of choosing officers, which was soon despatched, and the following board elected: Mr. Inspector Hubbard, President; Revs. Professor Holmes of Stanstead, and Tambs of Lennoxville, Vice-Presidents; H. D. Lawrence, of Sherbrooke, Sec.-Treas.; and Principal G. L. Masten of Coaticook, Dr. G. J. Bompas of Stanstead and Miss M. L. Hunt of Sherbrooke, Executive Committee; of which also the President, Vice-Presidents and Secretary are ex-officio members.

Principal Masten began the discussion of the day by reading a very able and interesting paper on "The Successful Teacher," in which his opinions as to the secrets of success were clearly and forcibly presented with a voice and manner which showed that the elocutionist and teacher may be one and the same. The paper was listened to with marked attention, and in the general discussion which followed Rev. Dr. Nicholls and Rev. Mr. Holmes spoke with special reference to methods of discipline and the teacher's daily preparation for work. In regard to the latter subject, it was the opinion of all that the teacher should prepare himself for the day's recitation before entering the school room. The meeting then adjourned until afternoon, when the work of the day was continued by the reading of a paper by H. D. Lawrence on "Written Examinations, and in the animated discussion which followed it, in which nearly all present took part, the subject was quite fully treated; and while there were differences in the opinions given in regard to the merits of the written examination, it seemed to be the general sentiment of the members that the benefits of the exercise far outweigh its disadvantages, and that it is quite possible to unite the two methods so as to bring out the good results of both.

Rev. Dr. Nicholls, of Lennoxville, then favored the audience with a paper on "The Office, Business and Character of the Teacher." The subject, in itself an interesting one, was rendered more so by the able manner in which it was handled by the writer, and for nearly an hour, the reading was listened to with attention. The lateness of the hour prevented, and the exhaustive manner in which the subject was treated precluded, the necessity of further discussion.

Remarks were made by Rev. C. P. Reid, Rev. A. Duff, Dr. Worthington and the President, with regard to religious instruction in schools, and although it was the opinion of some that such should be left entirely to home influences, yet the majority seemed to concur in the opinion of Rev. Mr. Reid, that there was nothing in the nature of the case to prevent a religious teacher from inculcating the general principles of sound morality and universal Christianity, without being unduly influenced by so called Sectarian views.

The session was concluded with remarks by President Hubbard as to the origin and former usefulness of the Association, its present object and future possibilities. He referred to its previous meetings, to the practical

value of all such meetings as means of increasing the efficiency of teachers, and urged upon those present the necessity of active interest and co-operation in the work of reviving and fostering the present Association.

The Provincial Association, of which R. W. Hencker, Esq., is President, holds its next annual convention in this city in October next, and it is the duty of every teacher in the Province to attend its sessions if possible. The men who will come here are men of experience in all the details of Educational matters, and no one can attend their meetings and listen to what they have to say without gaining valuable information.

There is at present a praise worthy awakening here in educational matters which has been long needed, and which will we think result in much good.

If we cannot next fall, show the members of the Provincial Association model school houses and a perfected system of graded schools, let us at least show them that we are thoroughly alive to the necessities of the case and mean to have them at an early day. And above all let us so impress them with the appreciative and progressive spirit of the people that they will hail with pleasure the announcement of future meetings of the Association in this city.

MISCELLANY.

Ethnological and Political Difficulties.—The *Pall Mall Gazette* says:—A statistical report lately published at Athens, relating to the Christian population of European Turkey, gives some interesting information about Albania. The Roumanians and Slavs are the most numerous, forming compact agglomerations with tolerably well defined frontiers; the Greek element surpasses the other in culture and wealth; and though it would be difficult to draw an exact line of demarcation between the Greeks and the Slavs, such a task would not be impossible if both sides were prepared to make some unimportant concessions. In Albania, on the other hand, the population, which exceeds 1,000,000, is neither Greek, Slav, nor Turkish; its predominant religion is the Mahometan, and its destination, in the event of a break-up in the Ottoman Empire, would cause many difficulties of both an ethnological and a political kind. The religious dissensions of the Albanians have caused bitter antagonisms among them which it would be very hard to reconcile, and they have no strong national feeling like the Greeks and the Slavs. In the northern part of the province there are some one hundred thousand Roman Catholics—the Mirdites—who, like all the Roman Catholics of the East, form a separate community of their own, giving allegiance only to the Pope. They have nothing in common with the other Albanians, or with any of the neighbouring races, and they are too few in number to form a separate State by themselves. Of the remaining Albanians about six hundred and fifty thousand are Mahometans, and 350,000 Christians of the Greek Orthodox Church; there are also in the provinces about thirty thousand Slavs and the same number of Epirote Greeks. The Mahometan Albanians are inclined to side with the Turks; those of the Greek Church lean to the Greeks, and both are strongly opposed to the Mirdites.

Easter Simnel Cake.—In olden days, in England, there were also curious customs, which are now passing away. One of these was the preparation of a simnel cake. This cake is yet made in Shropshire where it is said to have originated in the following manner. An aged couple, living in their homestead, were visited by their son Simon and their daughter Nelly, at Easter. On arriving at the house, they found that the old folks had nothing wherewith to entertain them, save the unleavened dough left from the Lenten fast. Nelly proposed to bake this into cakes for the younger children, and while preparing it, she came across the remains of the Christmas plum pudding. This she proposed to cover over with the dough, and bake it hard, so that when the hard crust was bitten through, the rich interior would be a surprise. The cake was

accordingly made, when Master Simon came alone, and said it was the proper way to boil it. Nelly said it should be baked. Thereupon they quarreled, and even came to blows. Nelly threw the stool whereon she was sitting at Simon. Simon took the broom-handle to defend himself, but his sister soon got it away and beat him with it. Thus the quarrel went on, when Nelly said she would boil the cake first and then bake it. The compromise was accepted, and both set to work to build the fire. The stool and the broomstick were used for fuel, and some eggs, which had been broken in the scuffle, were used to smear over the cake, and give it a glossy appearance. The cooking was a great success, and every year the cake became more popular and was known as Simon-Nelly's cake. After a while, however, only the first parts of their names were used, and for short it was called *simmel* cake.—(F. Newton Perkins, in April) *Wide Awake*.

Some Japanese Usages.—The sovereign remedy for all ailments is shampooing, and he who inherits the trade is blinded in his childhood for the sake of modesty. Shampooers are in constant demand; at almost every corner one is met, feeling his way by the aid of a long staff, and blowing the whistle that designates his avocation. The women have graceful, modest bearing; in public never forward. In marriage they shave the eyebrows and stain the teeth as a tribute to the husband's honour. Notwithstanding, in all towns, except at seaports, frequented by foreigners, the public baths are used by both sexes in common; and when distress comes upon a family, the daughter who aids towards their support by making use of her allurements is commended as dutiful, and without reproach may afterward be sought in marriage.

Among the better classes great care is taken in the education of women; and time, pains, and patience are expended upon music. History, romance, and instructive facts are imparted by traditional poetry that is sung to the accompaniment of the *samisen*, an instrument not unlike the banjo, but with a square body. The vocalization is harsh and disagreeable.

Crime is speedily and severely rebuked. The capital punishments are *haru-hiri*, be-heading, and, for parricide and the gravest offences, crucifixion. The *haru-kiri* has been much modified of late; it is reserved for State offenders, to whom consideration is due, but death demanded. Ordinarily the execution takes place in a temple or at the palace of some Daimio, who is ordered to superintend the ceremony. A friend or two is selected, who stands by the offender with a drawn sword, the *katana*; a salver is then offered the principal, in which lies the knife for disembowling, and as he seizes it the second cleaves off his head at a blow. This is a humane modification of the method requiring the principal to cut into his abdomen before decapitation. This form, without interposition of a second, is quite popular as a method of seeking death when overpowered by grief for a lost friend or patron, or to oppose a sea of troubles. Beheading malefactors is done by a State agent, who has distinguished himself in military life. The victim is bound in a kneeling posture, and the executioner, standing behind, delivers a blow with the sword that severs the head. This is then exposed on a crossbeam by the roadside. In crucifixion, the culprit is bound to a cross with thongs, and, after a prescribed time of agonized exposure, life is tapped with spears. The Tokaido, the great thoroughfare of Japan, is thus ornamented with trophies of Justice to terrify the ill-disposed and to assure the upright.

Sword-making is considered an honourable occupation, and a connoisseur of blades can identify the handiwork of a celebrated maker with the certainty some of us recognize the painting of an old master. To fashion clothes make sandals and household utensils is ignoble and confined to the *Etas*, a proscribed class.

Montgomery.—Two recent pamphlets make material additions to the slight knowledge we have of one of the earlier and more romantic figures in the war of the American Revolution. General Cullum prepared a brief biographical sketch of Major-General Richard Montgomery for the authors and antiquarians who gathered in Philadelphia last summer. This deals somewhat critically with Montgomery's brief and brilliant military record. Another sketch, enriched by everything valuable which the carefully treasured correspondence of the family could furnish, has been prepared with equal grace and pains-taking care by the filial hands of the fair lady to whom Montgomery Place has descended. This is of special interest from the glimpses it gives of the General's private life, and the manners and feeling

of the times. There is here and there a slight discrepancy between the two accounts, as, for instance, where it is asserted in the one that Gen. Montgomery's dead body was carried from the field at Quebec by Benedict Arnold, while the other shows that this could not have occurred. But after all the person whom both these pamphlets leave most vividly impressed upon the mind is not the dashing young Revolutionary General, but the fair widow who so long cherished every early memento in the home her husband had provided for her, and at last left them to the equal care of her succeeding heirs. Daughter of Livingston, and sister of the lad who was to become the great Chancellor; married early to the handsome younger son of an Irish baronet, who had left the British army in disgust, and sought quiet in farming on the Hudson, permitted to live with him only through a brief honeymoon, troubled by the rising alarms of the Colonies, parting from him as he went, at Washington's command, to carry the war into the enemy's country, watching with all the Colonies his brief and successful campaign, which ended in the fall of Montreal, then struck by the fatal news from Quebec, and living for more than a generation afterward a solitary life in the stately place on the Hudson her soldier husband had left her; what a piteous, blighted life it was. Forty-three years after he fell she stood on the piazza of the old home as a steamer passed before her with flags saluting, and the noise of the band mingling with the thunder of the cannon from the neighbouring hills. The State of New York was conveying the body of the young husband, from whom she had parted in the honeymoon, from Quebec, where he fell, to St. Paul's graveyard, on Broadway, where he lies. These pamphlets deal only with the soldier; it is the woman in black, after a widowhood of nearly half a century, watching thus on the lonely piazza, whose figure they leave with us.

Schools of Art and Design.—Many of our readers are unaware of the fact that an effort, which we may characterize as strong and successful, is being made in this Province to give to the rising generation, and more particularly to the artizan class, sound instruction in the important subject of industrial drawing. That industrial art education has a value commercially as well as educationally is beyond all doubt. Two more valuable instruments than a pencil and pair of compasses cannot be put into the hands of the working man. They will prove not only of value in their use to him, but of value to society. In all industrial occupations in which it is employed, the skilful handling of the pencil is of so much importance in determining the value of an article, that where such skill does not exist on the part of the working man there is a serious loss—a loss to the manufacturer, a loss to the workman and a loss to the purchaser. At Worcester, Massachusetts, where many mechanical trades are carried on, the manufacturers say that a workman who is able to draw is worth to them thirty per cent. more than one who is unable to draw, and they are consequently prepared to pay higher wages to the latter than the former. The reason of this is that the skilled workman loses no time, does not need to have some one over him to show him, and puts into his work an accuracy and finish which could be acquired only from an intelligent use of his instruments, only to be acquired by delicacy in drawing. The possibility of teaching all to draw is beyond all doubt, and we are pleased to see that our Local Government has shown that it is alive to this important matter by making the teaching of drawing compulsory in all the schools in the Province.

The work which is being done in this matter by the Council of Arts and Manufactures deserves all encouragement. Under its control free evening schools have been established in Montreal, Quebec, Sorel, Three Rivers, St. Hyacinthe, Sherbrooke, Hochelaga, New Liverpool, Levis, St. Henri and Huntingdon, and in these classes as many as one thousand pupils have been receiving instruction, which cannot fail to prove of great benefit to them.

We hope that, after the close of the scholastic year, a display of the works from the various schools may be made, and thus give the public an opportunity of seeing what is being done and what may be accomplished in this important matter.

A Woman's Appeal to the Medical Profession.—If you are about to prescribe alcohol, in any form, to ladies, as a convenient and pleasant remedy, stay a moment, and consider the probable consequences. Would you wish to give fresh justification to the general assertion—only too well founded—that it is the doctors who teach women to drink?

Will you deliberately, by your prescription, teach any one woman the habit of drinking?

Do you think it right to prescribe what you believe may relieve the present malady, but is very likely to produce a far worse disease, even the liking for, and, by and-by, the craving for strong drink?

Have you any right—if I venture to ask you so strong a question—have you any right to lead the women who entrust their health to your care, out upon the slippery path down which so many have gone, and are going into disgrace, and shame, and death?

You know, as I do, that the woman who takes stimulants, to relieve "a sinking," is walking into a quicksand in which she may soon sink overhead.

I earnestly beg you to study the other remedies which may answer the purpose of alcohol, with no such dreadful risks; and to prescribe such instead; thus doing away, in your own case at least, the reproach justly cast upon your profession.

A physician lately said to me, "We are more blamed in this matter than we deserve. Women come to me at the hospital and ask 'Please, sir, may I take a glass of beer?' I see no especial reason for discontinuing it, and I reply, 'Yes, you may.' And they go straightway to their charitable friends and beg money to buy the beer, and the porter, which, they say, the doctor has ordered them to take!"

No doubt this is often done, but there is an easy remedy. When asked such a question, reply, "No! drink no beer, nor porter, nor spirits, they are sure to do you harm, in one way or another. Drink water; noting purifies the blood like water. Take cocoa, coffee, or tea if you like, but for health and strength drink cold water."

Had this always been the advice given to women when sick, hundreds and thousands now dying of drink, denouncing the doctor who brought them to such a fearful death, would be living—healthy, happy, and respectable.

When shall we cease to hear the despairing cry, It was the doctor who first taught me to drink, and now I cannot resist the thirst; I must die a drunkard!

And here there lies in the background another responsibility. It is pretty well proved that children inherit the tastes and tendencies of their parents, as well as their constitutions and diseases. Idiocy, madness, and that still more terrible disease the craving for stimulants, will be the frightful inheritance which these unhappy women must bequeath to their children.

Shall this be so? It is for you, our medical men, to reply. It is you who possess the greatest power to reply. It is you who possess the greatest power to influence in matters of health and diet. It lies in your power to decide the fate of thousands of the women of England.—*Helena Richardson, in League Journal.*

Sunny Rooms.—Every woman is wise enough and careful enough to secure for her house-plants every bit of available sunshine during the cold winter months. Great care is taken to get a southern exposure for them. Indeed, if one can secure no other than a north window for her plants she has too much love for these unconscious inanimate things to keep them at all. She would rather leave them out in the cold to die outright than linger out a martyr existence in the shade. Folks need sunshine quite as much as plants do. Men and women who have a fair degree of strength and use of their legs can get out into the world and get a glimpse of the sunshine now and then, and if they choose to do so let them live in rooms with only a northern aspect; but, if it is possible, let us secure rooms into which every ray of sunshine that falls in winter may enter, for the little babies who are shut up in the house, invalids who cannot leave their rooms, and aged people who are too infirm to get out doors. Let us reflect for a moment that these classes of persons, if kept in rooms with only north windows, will suffer just as much from the absence of sunshine as green-growing plants would do in the same rooms, and their sufferings is of account in proportion as a human being is better than a geranium or a fuschia. Everybody knows how a bright, sunny day in winter gladdens every one who is situated so as to enjoy it. Let us make some sacrifices if need be, in order to give the feeble ones their measure of sunshine.

The Memory of Old People.—The extraordinary persistence of early impressions, when the mind seems almost to have ceased to register new ones, is in remarkable accordance with the law of nutrition. It is a physiological fact that decline essentially consists in the diminution of the formative activity of the organism. Now it is when the brain is growing that a definite direction can be most strongly and persistently given to its structure. Thus the habits of thought come to be formed, and those nerve tracks laid down which (as the physiologist believes) constitutes the mechanism of association

by the time the brain has reached its maturity; and the nutrition of the organ continues to keep up the same mechanism in accordance with the demands on its activity, so long as it is being called into use. Further, during the entire period of vigorous manhood, the brain, like the muscles, may be taking on some additional growth, either as a whole or in special parts; new tissue being developed and kept up by the nutritive process, in accordance with the modes of action to which the organ is trained. And in this manner a store of "impressions" or traces is accumulated, which may be brought within the sphere of consciousness, whenever the right suggesting strings are touched. But as the nutritive activity diminishes, the "waste" becomes more active than the renovation; and it would seem that while (to use a commercial analogy) "the old established houses" keep their ground, those later firms whose basis is less secure are the first to crumble away—the nutritive activity, which yet suffices to maintain the original structure not being capable of keeping the subsequent additions to it in working order. This earlier degeneration of the later formed structures is a general fact perfectly familiar to the physiologist.

A Chemical Analysis of Tears.—Modern men of science respect nothing. Nothing is sacred in their eyes. We might perhaps forgive the vivisector who flays a live animal, in order to ascertain at what rate pain travels from any given portion of a nerve to the centre of sensation: but we cannot pardon those unfeeling scientists who are ruthlessly unpoetising those portions of the human body which form the principal part of the stock-in-trade of the novelist and poet. The unimaginative wretches assure us that the heart is merely a pump, and add that when we sing of hearts of oak, we are merely enthusiastic about wooden pumps; to fold the beloved to our heart is simply to press her against a pump, and to say of a milkman that he is warm-hearted, is only to affirm that his pump is never frozen. Till now, however, those expressive and eloquent messengers of the heart—tears, had escaped the profanation of the men of science. A continental savant has at length dared to make a chemical analysis of those beautiful poetical machines. A tear, says science, is merely a chemical combination of oxygen, hydrogen, azote, &c., so that when we say "the charming creature's face was bedewed with tears" we really mean that her visage was moistened by a solution of oxygen, hydrogen, azote, and other chemical bodies too numerous to mention. The savant above mentioned, to be certain that his experiment was performed on a genuine tear, obtained one from the eye of a brother savant. To make a man of science weep may seem an impossibility; but our ingenious savant did so by telling his brother savant that a rival of his had been elected a member of a learned society to which he was ambitious of belonging. The ruse was most successful and the genuine tear at once obtained. It is to be hoped that some learned society will give this pitiless analyser a mission to the Nile, to study the tears of a crocodile, and that the monster will swallow him. It will not be too severe a punishment for his attempt to lessen the little poetry that still remains in life.

Book Received.

—*Wide Awake* for April gives three graceful contributions to Easter literature, "The Easter Festival," by J. Newton Perkins, "A Love Lesson," by Mrs. Burten with an exquisite illustration, and "A Story Retold," a poem by Miss Poulson with two faintly pictures. Elizabeth Stuart Phelps contributes one of her finest poems, "At the Party," finely illustrated by Miss Humphrey. Miss Farman has a funny piece of verse entitled "Mamma's Spring Story," accompanied by a lovely *morceau* of a picture.

The long stories of the number are evidently designed to captivate the boys, being "The First Hunt," by J. H. Woodbury, and "That Night at Lower Eddy," by G. M. S. Horton of the *N. Y. Tribune*. "Little Spriggins' Brother" will delight the smaller boys, and also their little sisters. "Quinnebasset Girls," the serial by Sophie May deepens in interest, and "Good for Noting Polly," the hero of Miss Farman's, serial, never so interesting as now, promises to close his adventures in the next number. The "Fourth Adventure of Miltiades Peterkin Paul" in which he loses his dinner, is capital. Mrs. Helen Tracy Myers gives a valuable paper relative to "Sweeping the Carpet," which we commend to all house-keepers.

But the chief feature, to the little boys and girls all over the country, subscribers and non-subscribers to *WIDE AWAKE*, is the article entitled "The Society of Wide Awake Helpers." This Society arranged the Boston Dolls' Fair last season, and in this article their work for 1877, is laid out, with rules and prize-list.

Only \$2.00 per annum. Ella Farman, Editor, D. Lothrop & Co., Publishers, Boston.

ABSTRACT FOR THE MONTH OF MARCH, 1877.

OF TRI-HOURLY METEOROLOGICAL OBSERVATIONS TAKEN AT MCGILL COLLEGE OBSERVATORY. HEIGHT ABOVE SEA LEVEL, 187 FEET.

Day.	THERMOMETER.				BAROMETER.				† Mean Pressure of Vapour.	‡ Mean Relative Humidity.	WIND.		SKY CLOUDED IN TENTHS.			° Rain and Snow Melted.	Day.
	Mean.	Max.	Min.	Range.	Mean.	‡ Max.	‡ Min.	Range.			General direction	Mean Velocity in m. p. hour.	Mean.	Max.	Min.		
1	26.24	32.7	22.3	10.4	30.0974	30.156	29.974	.182	.0970	68.6							
2	29.57	37.8	17.4	20.4	29.6401	30.033	29.258	.755	.1467	85.1	S. W.	14.9	2.3	10	0	0.18	
3	34.22	40.1	30.3	9.8	29.6546	29.795	29.340	.455	.1463	73.5	S.	18.8	10.0	10	10	Inapp.	
4		35.8	18.6	17.2							S. W.	18.0	9.0	10	2	0.08	
5	19.59	25.0	16.5	8.5	30.0093	30.075	29.971	.104	.0794	75.9	S. W.	18.1				0.02	
6	13.34	20.0	9.3	10.7	30.0888	30.186	29.941	.245	.0541	68.3	S. W.	8.7	4.3	10	0	Inapp.	
7	20.25	27.1	13.8	13.3	29.9892	30.281	29.649	.632	.0789	72.6	S. W.	8.3	6.0	10	0		
8	17.95	24.0	12.9	11.1	29.9095	30.229	29.475	.754	.0759	88.6	S. W.	18.1	4.6	10	0	0.25	
9	28.81	44.6	15.7	28.9	29.1949	29.688	28.848	.840	.1592	89.5	N. E.	2.0	9.4	10	5	0.91	
10	16.79	22.0	13.2	8.8	30.0813	30.289	29.797	.492	.0675	72.6	W.	21.3	9.5	10	7	0.85	
11		30.0	12.9	17.1							S. W.	14.3	5.6	10	1	0.01	
12	22.25	29.8	16.5	13.3	30.2626	30.308	30.224	.084	.0908	76.4		9.5				0.13	
13	17.95	28.3	12.0	16.3	30.2734	30.331	30.214	.117	.0664	67.4	N. E.	5.9	6.1	10	0		
14	23.83	37.0	7.0	30.0	29.8456	30.145	29.613	.532	.1154	82.1		15.2	3.5	10	0		
15	18.69	32.5	14.3	18.2	29.7521	29.810	29.678	.132	.0769	74.1	W.	15.3	7.9	10	1	0.20	
16	15.46	23.0	9.4	13.6	29.8733	30.037	29.709	.328	.0626	70.6	W.	20.4	7.9	10	1	0.01	
17	81.91	12.8	-4.0	16.8	30.2874	30.350	30.125	.225	.0283	59.2	N.	13.8	5.5	10	1		
18		17.8	-7.7	25.5							N. E.	4.7	2.5	10	0		
19	14.66	26.0	6.0	20.0	29.9995	30.078	29.907	.171	.0484	58.4	W.	9.5					
20	22.10	32.1	12.6	19.5	30.1074	30.169	30.045	.124	.0785	67.1	S. W.	16.2	1.7	6	0		
21	27.26	30.0	24.0	6.0	29.7594	29.969	29.613	.347	.1343	90.0		15.9	4.5	10	0		
22	34.66	41.7	28.4	13.3	29.8899	29.976	29.711	.265	.1550	77.5	S. W.	10.1	10.0	10	10	0.64	
23	32.04	35.3	28.2	7.1	29.8549	29.952	29.798	.154	.1470	81.9	N.	12.7	9.4	10	6		
24	31.19	38.2	26.1	12.1	30.2035	30.375	30.989	.386	.1173	67.0	N. E.	5.1	9.6	10	9		
25		29.7	23.0	6.7							N. E.	6.2	7.4	10	0		
26	35.21	45.0	23.5	21.5	29.9734	30.134	29.713	.421	.1743	84.6	N. E.	11.2				Inapp.	
27	36.32	37.9	34.1	3.8	29.4764	29.616	29.370	.246	.2103	97.9	E.	10.0	9.1	10	4	0.32	
28	35.60	38.7	31.0	7.7	29.3080	29.398	29.255	.143	.2003	95.3	N. E.	7.9	10.0	10	10	0.53	
29	28.58	31.0	25.8	5.2	29.6096	29.839	29.418	.421	.1356	86.7	N. W.	12.0	10.0	10	10	0.79	
30	35.04	46.0	23.2	21.8	30.1104	30.294	29.914	.380	.1175	59.9	N. W.	12.6	10.0	10	10	0.12	
31	37.79	46.0	30.6	15.4	30.3389	30.397	30.292	.105	.1321	58.8	N.	12.7	3.3	10	3	Inapp.	
Means	25.122	32.19	17.67	14.52	29.9108			.3356	.11092	75.91		11.54	6.69				

Barometer readings reduced to sea-level and temperature of 32° Fahr. † Pressure of vapor in inches mercury. ‡ Humidity relative saturation being 100. Observed.

Mean temperature of month, 25.12. Mean of max. and min. temperature, 24.93. Greatest heat was 46.0 on the 30th and 31st; greatest cold was 7.7 on the 18th,—giving a range of temperature for the month of 53.7 degrees. Greatest range of the thermometer in one day was 30.0, on the 14th; least range was 3.8 degrees on the 27th. Mean range for the month was 14.52 degrees. Mean height of the barometer elastic force of vapor in the atmosphere was equal to .11093 inches of mercury. Mean relative humidity was 75.91. Maximum relative humidity was 100 on the 9th, 28th and 29th. Minimum relative humidity was 39, on the 17th. Mean velocity of the wind was 11.54 miles per hour; greatest mileage in one hour was 47, on the 9th. Greatest velocity in gusts was 51 miles per hour on the 9th. Mean direction of the wind, W. Mean of sky clouded was 66.9 per cent.

Rain fell on 8 days. Snow fell on 16 days. Rain or snow fell on 19 days. Total rainfall, 2.73 inches. Total snowfall 22.4 inches equal to 2.31 in. water. Total precipitation in inches of water was 5.04.